Department for Education

# Review your remote education provision

## Schools

**January 2021**

# Contents

# Summary

This framework has been produced to support schools in England to identify the strengths and areas for improvement in their remote education provision, and to signpost them to resources that can help them improve their practice.

## Who this publication is for

This guidance is for multi-academy trust (MAT) leaders, school leaders and governors in England.

## Aims of the framework

This framework aims to help MAT leaders, school leaders and governors in England to:

- identify the strengths and areas for improvement in their school or trust's remote education provision
- find resources (including training), guidance and networks to help them improve their provision

# Framework purpose

Where pupils need to self-isolate, or there are national or local restrictions in place requiring pupils to remain at home, DfE expects schools to be able to immediately provide them with access to remote education. Full expectations for remote education provision, including on delivering remote education safely, are set out in the [schools' guidance](#) and the [COVID-19 guidance for FE providers](#). Whilst the context and challenges will differ for each school, many elements of effective safe practice in remote education will be relevant to all schools.

This framework is not intended as a compliance or accountability tool. It is not statutory, and you can adapt it to fit your school context.

The framework differs from the [remote education template](#), which is a high-level summary of remote education provision for parents, carers and pupils. The review framework is for internal school/trust use and to support detailed discussions with staff and governors in schools on appropriate next steps.

# Using the framework

You can work through the entire framework to identify strengths and areas for improvement in remote education with your senior leadership team (taking approximately 1 hour to complete as a group) or focus on specific sections that have been previously identified as priorities.

The framework will help you to have conversations with all stakeholders within the school community (for example, staff, governors, parents) about your school's remote education provision.

The framework can help you meet basic requirements using the resources and tools you currently have (digital or physical), and to take your remote education provision further. School leaders should allocate a score to each statement where possible, identify strengths and areas for improvement, and discuss next steps with members of the senior leadership team (SLT) and governors. The framework offers suggested actions and links to relevant support depending on scores and any gaps identified.

You can use the framework more than once to adopt practical steps and move from the "identifying" stage to the "sustaining" stage, to embed a sustainable strategy for remote education.

# Scoring

The scoring below provides a structure to identify the school's current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help school leaders identify areas of strength and those needing further work.

# Framework

## Leadership

School leaders have a clear vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

## Scoring

| 1. Identify | 2. Develop and plan | 3. Implement | 4. Embed | 5. Sustain |
|---|---|---|---|---|
| Not yet in place or there are major gaps. | Identified gaps but a plan is being developed to address them. | In the process of implementing systems and practices to address this. | Practices and systems are in place with minor gaps. | Practices and systems are fully embedded, and there are examples of best practice. |

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources |
|---|---|---|---|---|
| **Remote education plan** There is a plan in place for remote education and a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.<br><br>The plan is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to the in-school curriculum. | Michelle Walker and Pia Delucchi have responsibility for remote learning. ?Ros has overarching responsibity?<br>Clear plan and expectations put in plan before the lockdown, and shared will all staff and governors.<br>Staff training completed on using Teams and time given for development in Sept-Oct.<br>Parental training and support put in place in September.<br>Expectations are high for all our students including PMLD, SLD, MLD, and Provision students. Vunerable and students who struggle to access remote are given priority for face to face teaching in school. | | 5 | Supporting staff to work more smartly in running their remote provision and in school provision as not to overload themselves. |

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| | Remote learning is varied to support all our leaners and their families needs, It includes live lessons and pre-recorded lessons from their teachers, and a variety of other materials. Laptops have been loaned out to support families. | | | |
| **Communication**<br>Governors, staff, parents and carers are aware of the school's approach and arrangements for remote education. | Education Continuity policy shared with all staff and governors in September in meetings.<br><br>Letters to parents and training offered in September about remote learning on Teams, during isolations or in case of further lockdowns.<br><br>Parents kept informed through letters and social media on whole school level. On a more personalised level since the beginning of lockdown, class teams have spoken to parents regularly each week.<br><br>e-mails/Newsletters/meetings are used to inform and support all staff in current situation and to inform best practice.<br><br>Remote learning is reported on at governor's meetings.<br><br>Weekly reports sent out to all members of SLT, on engagements levels.<br><br>Further embed Remote learning heroes, and remote learning tips on social media. | | 5 | |
| **Monitoring and evaluating**<br>The school has systems in place to monitor the impact of remote education. This includes:<br>• understanding the impact on staff workload and how to mitigate against it<br>• staffing changes<br>• having access to appropriate | Monitoring report produced weekly to look at engagement of students across the school.<br><br>Staff attendance and student attendance continues to be monitored using normal school systems. In house/long term cover being used to support staffing and to minimise COVID risks across bubbles.<br><br>Weekly schedules produced to ensure staffing is appropriate for student numbers, and to allow flexibility in approach. More staff | How to support staff who struggle to delegate? | 4 | |

| management information (such as staff and pupil sickness and absence data) to help the school respond to changing contexts | scheduled to each class, so staff have time to provide remote learning, if some students are not in school<br><br>Newsletter used to offer support and advice to staff, including ways to support them in terms of workload.<br><br>Regular meetings to allow staff to discuss any concerns.<br><br>Each class has at least 3 staff as the class team to support workload. | | | |
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# Remote education context and pupil engagement

The school understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.

## Scoring

| 1. Identify | 2. Develop and plan | 3. Implement | 4. Embed | 5. Sustain |
|---|---|---|---|---|
| Not yet in place or there are major gaps. | Identified gaps but a plan is being developed to address them. | In the process of implementing systems and practices to address this. | Practices and systems are in place with minor gaps. | Practices and systems are fully embedded, and there are examples of best practice. |

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|---|---|---|---|---|
| **Home environment**<br><br>The school is aware of the learning environment in the home and works with parents and families to understand and ensure that pupils will be able to access education at home.<br><br>The school supports pupils on how to self-regulate during remote education, including:<br><br>• understanding their strengths and weaknesses to improve their learning<br><br>• how to learn from home<br><br>• how to manage their time during periods of isolation | Personalised plans are made for each students depending on their home circumstances and SEN needs. Laptops loans, work packs, and EHCP tasks have been used to support.<br>Students who are struggling in their home environments are encourage to be in school, and many are now in school full-time.<br>Remote learning tips sent via social media.<br>Regular contact with home to support families.<br>Timetables o show expectations.<br>Information on how to access Teams sent out in various forms, including video, instruction booklets and personalised phone calls to support families to access the work.<br>Use of chirpy scale to support students understanding of managing their emotions. Support staff available to offer various therapies via remote or pre-recorded session to support students . | | 5 | |
| **Laptops, tablets and internet access**<br><br>Where digital approaches are used, leaders are aware of any limitations to access to the internet, and suitable devices, for pupils which impact on | Surveys completed in September to look at access to computers etc.<br>Class teams have spoken to all families about computer access at the beginning of lockdown, and computers made available to all families. | | 5 | |

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| remote education provision.  Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into school. | Information on how to access Teams sent out in various forms, including video, instruction booklets and personalised phone calls to support families to access the work.<br><br>For students where online learning is not appropriate work packs or EHCP tasks have been used to support learning at home. | | | |
| **Supporting children with additional needs**<br><br>Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.<br><br>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs. | As all students at Birch Wood have EHCP's we have ensured that's students can continue to make progress towards their EHCP targets.<br><br>Sent out videos and written information to explain to our parents how to deliver parts of our curriculum. E,g Attention Autism, TAC PAC, write dance, sensory play, story massage, sensory stories.<br><br>Information on how to access Live lessons and pre-recorded lessons sent out in various forms, including video, instruction booklets and personalised phone calls to support families to access the work.<br><br>Education city and other website used that support access to our learners as the information is read, and is very visual.<br><br>We have organised safe ways for students who are shielding to access parts of the building to access therapies such as hydrotherapy and rebound therapy, to continue to meet | | 5 | |

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| | their Physiotherapy and EHCP targets. | | | |
| **Monitoring engagement**<br><br>The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers immediately where engagement is a concern. | 68% of students are currently in school on an average of 3 days, with 30% of our students being full time. When students are in school formative assessment can be used to assess how well students are engaging with their remote learning.<br><br>Live lessons, assignments viewed allow us to monitor participation of remote learning.<br><br>Class teams contact families regularly to discuss engagement and how we can work with families to improve on this each week.<br><br>Weekly reports are produced to monitor this at a whole school level, and these are shared with governors.<br><br>Students who are not engaging with remote learning are encouraged to increase their time in school, with a phased return into full time face to face education.<br><br>We approach remote learning with an understanding that for some of our families their personal care needs of their child make home learning more challenging, and we therefore take a supportive approach as families are losing the respite care that school provides. | We are supporting some staff to fully embed these practices | 4 | |

| Pupil digital skills and literacy | Sent out videos and written information to explain to our parents how to deliver parts of our curriculum. E,g Attention Autism, TAC PAC, write dance, sensory play, story massage, sensory stories. | | 5 | |
| --- | --- | --- | --- | --- |
| The school supports pupils where necessary to use technology effectively for remote education, including assistive technologies for pupils with SEND. | Information on how to access Live lessons and pre-recorded lessons sent out in various forms, including video, instruction booklets and personalised phone calls to support families to access the work. | | | |
| | Education city and other website used that support access to our learners as the information is read, and is very visual. | | | |
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# Curriculum planning and delivery

The school has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.

## Scoring

| 1. Identify | 2. Develop and plan | 3. Implement | 4. Embed | 5. Sustain |
| --- | --- | --- | --- | --- |
| Not yet in place or there are major gaps. | Identified gaps but a plan is being developed to address them. | In the process of implementing systems and practices to address this. | Practices and systems are in place with minor gaps. | Practices and systems are fully embedded, and there are examples of best practice. |

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|---|---|---|---|---|
| **Minimum provision**<br><br>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:<br><br>• Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children<br>• Key stage 2: 4 hours a day<br>• Key stages 3 and 4: 5 hours a day | Though all of our students have EHCP's we are meeting or exceeding the minimum requirements set for the majority of our students. All of our students have the offer to be in school. On Average across all sites students are offered remotely; 11 live lessons each week, and 5 pre-recorded lessons from their teacher. The approach is varied and a student in our MLD provision at KS4, may on average have 20 live lessons each week and 5 pre-recorded sessions, whilst a student in our PMLD/SLD provision at KS 1/2, may have no live lessons but more pre-recorded sessions, as they can only access these when parents are available to support. Further support is in place to ensure that all students get a varied programme. As well as live or pre-recorded sessions other resources are utilised to ensure our students have a well-rounded education that supports their learning in school, and their progress in achieving their EHCP targets. | A few classes are being offered support to increase the number of lives lesson or pre-recorded lessons for some of our more challenging learners. | **4** | |
| **Curriculum planning** | The remote curriculum mirrors as far as possible the in school curriculum. | A few classes are being offered support to increase | **4** | |

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| The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.<br><br>This could include a remote curriculum that is identical to the one taught in class, one that is similar but adapted or one that is completely different. | Live lessons are been taught simultaneously to our learners at home and at school. They are getting a nearly identical experience.<br>In some instance such as team sports in PE or equipment driven lessons in DT/Science/PE, the curriculum is reordered, so these can be picked up later in the year.<br>Some sensory learning packs have been created to allow students to access this work from home. (see SEN section)<br>Arrangements have been made to ensure some students can access rebound and hydrotherapy safely in school even when shielding. | the number of lives lesson or pre-recorded lessons that mirror in school provision for some of our more challenging learners | | |
| **Curriculum delivery**<br><br>The school has a system in place to support remote education, using curriculum-aligned, resources.<br><br>Where remote education is taking place, it should include recorded or live, direct teaching time from the school or other educational providers (such Oak National Academy), and time given for pupils to complete tasks and assignments independently.<br><br>The school uses a digital platform to support effective communication and | Use Teams to deliver our curriculum, as this allows all work, marking and communication to go through 1 platform.<br>On Average across all sites students are offered remotely; 11 live lessons each week, and 5 pre-recorded lessons from their teacher. The approach is varied and a student in our MLD provision at KS4, may on average have 20 live lessons each week and 5 pre-recorded sessions, whilst a student in our PMLD/SLD provision at KS 1/2, may have no live lessons but more pre-recorded sessions, as they can only access these when parents are available to support. Further | | **5** | |

| accessibility for all pupils, including those with SEND. | support is in place to ensure that all students get a varied programme.<br><br>As well as live or pre-recorded sessions other resources are utilised to ensure our students have a well-rounded education that supports their learning in school, and their progress in achieving their EHCP targets. | | | |
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| Assessment and feedback | Feedback is provided on Teams and on Tapestry. | | 5 | |
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| The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.

The school provides feedback, at least weekly, using digitally-facilitated or whole-class feedback where appropriate. | Teams allows us to hand back work with feedback and guide students to improve their work. This is being done as work is handed in by students.

Tapestry is used to evidence student progress towards their EHCP targets, and feedback given.

Feedback is also being given verbally in live lessons and through phone calls to parents by class teams on a regular basis. | | | |

# Capacity and capability

Schools support staff to deliver high-quality remote education.

## Scoring

| 1. Identify | 2. Develop and plan | 3. Implement | 4. Embed | 5. Sustain |
|---|---|---|---|---|
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| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|---|---|---|---|---|
| **Effective practice**<br><br>Senior leaders are aware of all the guidance and ensure wider teaching/school staff are aware of (and how to access) resources available to support remote teaching. | RH meets regularly with LEA, and other HT's to ensure knowledge is up to date.<br><br>Meetings used to inform staff of expectations and changing guidance.<br><br>Training regularly updated on using teams.<br><br>Staff wellbeing meetings.<br><br>E-mails/Newsletters are used to inform and support all staff in current situation and to inform best practice. | | 5 | |
| **Staff capability**<br><br>Staff have access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely.<br><br>Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure | Staff trained in September on using teams. Regularly updated and individualised support offered and taken up by some staff members.<br>Regular support meetings offered on using Teams.<br>Education City Training given.<br>Training on how to support PMLD/Complex SLD  students<br><br>Gaps in staff knowledge identified and training put into place. | Upcoming-Video editing training | 5 | |

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| they are accessible for pupils with SEND. Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely. | | | | |
| **Strategic partnerships**<br><br>The school is sharing best practice and making best use of capacity across schools to address any known gaps, including via established school-to-school support networks like the EdTech Demonstrator Programme and curriculum hubs. | Shared good practice through meetings with local primary schools and through the SEN network.<br>Sent through training materials on using teams to feeder primary school. | Now looking to create a local network of schools focused on supporting students with SEND remotely. | 4 | |

# Communication

The school maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.

## Scoring

| 1. Identify | 2. Develop and plan | 3. Implement | 4. Embed | 5. Sustain |
|---|---|---|---|---|
| Not yet in place or there are major gaps. | Identified gaps but a plan is being developed to address them. | In the process of implementing systems and practices to address this. | Practices and systems are in place with minor gaps. | Practices and systems are fully embedded, and there are examples of best practice. |

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|---|---|---|---|---|
| **Realistic expectations of pupils, parents and carers**<br><br>Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.<br><br>Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments). | Expectation for remote education shared with parents through school website.<br><br>Letters to parents and training offered in September about remote learning on Teams, during isolations or in case of further lockdowns.<br><br>Parents kept informed through letters and social media on whole school level.<br><br>Remote learning Tips and students remote heroes shared on social media<br><br>On a more personalised level since the beginning of lockdown, class teams have spoken to parents regularly. | | 5 | |
| **School community events**<br><br>Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and | 68% of students are currently attending part time with 30% full time.<br>Pre-recorded school productions that involved all classes, that students could view in school or at home. | | 5 | |

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| belonging, especially disadvantaged and SEND pupils. | Live Lessons and pre- recorded lessons help students to still feel part of the school community.<br><br>Remote learning learning heroes shared on social media.<br><br>Social media allows picture and videos to be shared of students and staff. E.g Snow day | | | |

# Safeguarding and wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

## Scoring

| 1.  Identify | 2.  Develop and plan | 3.  Implement | 4.  Embed | 5.  Sustain |
|---|---|---|---|---|
| Not yet in place or there are major gaps. | Identified gaps but a plan is being developed to address them. | In the process of implementing systems and practices to address this. | Practices and systems are in place with minor gaps. | Practices and systems are fully embedded, and there are examples of best practice. |

| Approach | Strengths | Gaps | Score (1 to 5) | Potential actions and resources if score is 1 or 2 |
|---|---|---|---|---|
| **Ensuring safety**<br><br>There are clear safeguarding protocols in place to ensure pupils are safe during remote education.  It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote education. | CPOMs(online reporting system) is used to record all interactions (e.g phone calls home) and raise any safeguarding concerns.<br>This system alerts DSL's to any concerns. This will then be dealt with using normal safeguarding procedures<br><br>Individual COVID risk assessments for each child produced that details expectations for online learning | | **5** | |
| **Online safety**<br><br>If the school chooses to provide remote education using live streaming and pre-recorded videos, teachers understand how to keep children safe whilst they are online. | Staff are aware of online safety and this has formed part of staff's safeguarding training.<br><br>2 staff members to all online live lessons is expected, to ensure safeguarding. If this is not possible the session must be recorded. | | **5** | |
| **Wellbeing**<br><br>Leaders**,** teachers and pupils are aware of how to spot potential wellbeing or mental health issues and how to respond.<br><br>There are regular catch ups with pupils, one to one and via assemblies, | Our most vulnerable students are in school full time, to ensure their safety. Students where concerns are raised are encouraged to increase their time in school, to support the family.<br>Staff are aware of these issues and this has formed part of staff's safeguarding training.<br>Regular contact with parents. Observation of students in live | | 5 | |

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| particularly for those that are most vulnerable. | lessons. Home visits set up when required for vulnerable families.<br><br>Staff available to support students and families where concerns are raised with 1:1 individualised support.<br>In some classes where live lessons are not appropriate regular small friendship get togethers have been organised.<br>Care packages and have been put together to support our most vulnerable families.<br><br>Parents supported to apply for winter grants for those struggling to afford heating etc. | | | |
| **Data management**<br><br>The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR). | Data management systems in place.<br>Use of teams rather than other programs as this is more secure | | **?** | |
| **Behaviour and attitude**<br><br>There are clear rules for behaviour during remote lessons | The expectations for learner's behaviour is the same as they would be in class. For the majority of students we expect | | 5 | |

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| and activities. Pupils know them and teachers monitor and enforce them. | Camera's on and student participation in live lessons. | | | |

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